



Grange Primary Academy

The best in everyone™

Part of United Learning

PE End of Year Expectations

2023 - 2024

Long Term Map: Whole School

Year/Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Walking 1	Hands 1	Nursery Rhymes	Moving	Hands 2	Rackets Bats Balls and Balloons
	Jumping 1	High, Low, Over, Under	Feet 1	Ourselves	Dinosaurs	Games For Understanding
Year 1	Running 1	Hands 1	Feet 1	Hands 2	Jumping 1	Team Building
	Wide, Narrow, Curled	Body Parts	Growing	The Zoo	Games For Understanding	Rackets Bats and Balls
Year 2	Dodging 1	Hands 1	Feet 1	Hands 2	Water	Explorers
	Linking	Path ways	Jumping 1	Team Building	Games For Understanding	Rackets Bats and Balls
Year 3	Tag Rugby	Handball	Swimming	Wild Animals	Tennis	Communication & Tactics
	Game Sense Invasion	Cricket	Symmetry & Asymmetry	Throwing & Jumping	Athletics	Weather
Year 4	Hockey	Swimming	Bridges	Cats	Tennis	Problem Solving
	Game Sense Invasion	Cricket	Dodgeball	Running	Athletics	Space
Year 5	Hockey	Street Art	Basketball	The Circus	Tennis	Orienteering
	Swimming	Cricket	Counter Balance & Counter Tension	Game Sense Invasion	Athletics	Rounders
Year 6	Hockey	Carnival	Netball	Prejudice and Discrimination	Tennis	Leadership
	Football	Cricket	Matching & Mirroring	Game Sense Invasion	Athletics	Rounders

EYFS: Development Matters

<u>Nursery</u>		<u>Reception</u>	
<u>Gross Motor</u>	<u>Fine Motor</u>	<u>Gross Motor</u>	<u>Fine Motor</u>
<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • Develop overall body-strength, balance, co-ordination and agility. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient

EYFS: Early Learning Goals

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

EYFS - Physical Development: Milestones (Gross Motor)

Wheeled Toys

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"> • Walk a balance bike. • Pedal a tricycle with confidence. • Use feet to scoot a balance bike and maintain balance. • Turn corners on a scooter, tricycle or balance bike. • Can stop a scooter, tricycle or balance bike when required. • Maneuver around obstacles on a scooter, tricycle or balance bike. 	<ul style="list-style-type: none"> • Pedal/scoot and maintain balance while manoeuvring around obstacles. • Control the speed of wheeled toys. • Maintain a safe distance from other riders. • <i>2 wheeled bikes</i> • Pedal and maintain balance for a few metres on flat/downhill. • Can stop the bike using brakes. • Pedal and maintain balance for an extended time. • Pedal and maintain balance on a 2 wheeled bike around obstacles.

Ball Skills

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"> • Push, roll and bounce large ball. • Throw a large ball up in the air, overhand and underhand. • Move a large ball with their feet. • Kick a static ball. • Catch a large ball between extended arms. • 	<ul style="list-style-type: none"> • Throw and kick a ball with increased accuracy. • Hit a large target from 5 steps away with a tennis ball. • Catch a large ball by bringing hands in towards chest. • Bounce and catch a large ball . • Kick a ball that is rolled to them from a distance. • Begin to use kicking, throwing, catching skills in team games. • Hit a ball or beanbag with a bat. • Develop confidence, competence, precision & accuracy with activities that involve a ball.

Movement / Gymnastics

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none">• Enjoys exploring different ways of moving.• Use large muscle movements to wave flags & streamers• Stops or attempts to avoid obstacles when running.• Skip, hop, stand on one leg & hold a pose for a game like musical statues.• Jump off a low object with both feet off the ground.• Jump over a small stationery object• Jump forward, taking off and landing on 2 feet.•	<ul style="list-style-type: none">• Move in different ways such as slithering, shuffling, rolling, skipping, hopping and sliding.• Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles.• Hop on one foot 3 to 5 times.• Jump and turn in the air.• Hop on alternate feet.• Combine movements to create sequences of movement.• Develop overall body strength, coordination, balance & agility

Balancing and Climbing

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none">• Stand on tiptoes• Walk along a chalk line• Walk and crawl along a low, wide balance beam or plank.• Climb up stairs, steps & move across equipment using alternate feet.• Explore and use climbing equipment, with some adult support.• Stand on one foot for a short period of time shifting body weight to improve stability.	<ul style="list-style-type: none">• Hold a controlled static balance on one leg• Walk down steps, using alternate feet.• Walk along a low narrow balance beam• Move confidently in different ways on climbing apparatus.• Move confidently on balancing and climbing equipment setting themselves physical challenges.

Wider Skills

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none">• Follow simple instructions given by and adult or peer as part of a game.• Work collaboratively to move large outdoor equipment with the support of an adult.• Start to make up their own physical games.• Choose the right resources to carry out their own plan.•	<ul style="list-style-type: none">• Work collaboratively to move large outdoor equipment with increasing independence.• Work with friends in a team – taking turns effectively.• Collaborate with others to devise team games and manage resources.•

EYFS - Physical Development: Milestones (Fine Motor)

Using Mark Making Tools

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"> • Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp. • Forms pre-writing shapes. • Draws circles, horizontal/vertical lines. • Develop a dominant hand. • Attempt to write their own name in a way they recognise. • Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp, • Draws simple pictures which can be recognised by themselves and others. • Write their own name. 	<ul style="list-style-type: none"> • Forms all the letters of their names correctly. • Use an effective pencil hold working towards a dynamic tripod grasp. • Adds detail to drawings, e.g. eyelashes or windows on a house. • Forms recognisable letters for the full alphabet. • Forms all letters of the alphabet with correct formation. • Develop the foundations of a handwriting style which is fast, accurate and efficient.

Manipulating other Tool and Materials

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none"> • Pour from one container to another with some accuracy. • Manipulate playdough to make representations of objects using their hands. • Join large construction pieces together. • Use tools to make changes to playdough. • Use a spoon or fork to eat independently. • Make snips in paper with scissors. • Use scissors to cut paper in half. • Use a knife to cut soft food. • Spread using a knife. 	<ul style="list-style-type: none"> • Join small construction such as lego. • Make more detailed models with playdough. • Use tweezers to move small objects. • Use scissors to cut around a shape on paper. • Use a knife and fork, attempting to cut soft foods. • Use scissors with developing accuracy and control. • Safely use hammers. • Use a knife and fork effectively. • Use a range of small tools, including scissors, paint brushes and cutlery safely and effectively.

Dressing

<u>Nursery</u>	<u>Reception</u>
<ul style="list-style-type: none">• Put on shoes without fastening• Pull zips up and down.• Pull up trousers independently.• Put T-Shirt and jumper on/off independently.	<ul style="list-style-type: none">• Put on socks and shoes.• Fasten zips independently• Dress and undress independently with some adult support with small buttons.

Skills Overview

EYFS	Term 1		Term 2	
Autumn	Walking 1: <ul style="list-style-type: none"> • Explore/develop walking. • Explore walking in different pathways • Sustain walking • Explore marching • Apply walking into a game 	Jumping 1: <ul style="list-style-type: none"> • Explore/develop jumping • Apply jumping into a game • Jumping for distance • Explore jumping high • Explore hopping 	Hands 1: <ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing into space • Combine pushing and rolling • Combine rolling, pushing and bouncing 	High, low, over, under... <ul style="list-style-type: none"> • Introduction to high, low, over and under • Introduction to the apparatus • Applying high and low on apparatus
Spring	Nursery Rhymes: <ul style="list-style-type: none"> • Moving in sequence • Creating our own movements • Creating simple movement sequences • Responding in movement to words and music • Exploring contrasting tempos • Exploring character movements 	Feet 1: <ul style="list-style-type: none"> • Explore moving with a ball using our feet • Develop moving with a ball using our feet • Understand dribbling • Develop dribbling against an opponent 	Moving: <ul style="list-style-type: none"> • Explore moving and making shapes using different body parts • Explore moving in different directions • Explore big and small ways of moving and making shapes • Moving in pairs • Creating shapes in pairs 	Ourselves: <ul style="list-style-type: none"> • Moving in sequence • Responding in movement to words and music • Moving with props and contrasting tempos • Creating their own movements • Exploring opposites
Summer	Hands 2: <ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching 	Dinosaurs: <ul style="list-style-type: none"> • Moving with control • Adding movements together • Responding to rhythm in character • Adding expression to our characters' (dinosaur) movements • Performing with a partner • Exploring relationships 	Rackets, bats, balls and balloons: <ul style="list-style-type: none"> • Explore pushing/hitting a balloon with control • Explore hitting a balloon with power into space • Explore hitting/pushing (sending) a balloon with accuracy • Explore balancing an object on a racket/bat 	Games for understanding: <ul style="list-style-type: none"> • Taking turns/keeping the score • Understanding and playing by the rules • Avoiding a defender • Preventing an attacker from scoring

Year 1	Term 1		Term 2	
Autumn	Running 1: <ul style="list-style-type: none"> • Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game 	Wide, narrow, curled... <ul style="list-style-type: none"> • Introduction to wide, narrow and curled • Exploring the difference between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together 	Hands 1: <ul style="list-style-type: none"> • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills 	Body parts: <ul style="list-style-type: none"> • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together
Spring	Feet 1: <ul style="list-style-type: none"> • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point 	Growing: <ul style="list-style-type: none"> • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance 	Hands 2: <ul style="list-style-type: none"> • Introduce throwing with accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending (rolling) skills to score a point • Consolidate sending and stopping to win a game 	The zoo: <ul style="list-style-type: none"> • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs
Summer	Jumping 1: <ul style="list-style-type: none"> • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game 	Games for understanding: <ul style="list-style-type: none"> • Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending 	Team building: <ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork 	Rackets, bats and balls: <ul style="list-style-type: none"> • Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power

Year 2	Term 1		Term 2	
Autumn	Dodging 1: <ul style="list-style-type: none"> • Explore dodging • Develop dodging • Apply dodging: Explore attacking and defending • Apply dodging in teams 	Linking: <ul style="list-style-type: none"> • Developing linking • Linking on apparatus • Jump, roll, balance sequences/on apparatus • Creation of sequences • Completion of sequences and performance 	Hands 1: <ul style="list-style-type: none"> • Develop dribbling/ passing and receiving • Combine dribbling, passing and receiving, keeping possession • Develop dribbling/passing and receiving to score a point • Combine dribbling, passing and receiving to score a point 	Pathways: <ul style="list-style-type: none"> • Explore/develop zigzag pathways/on apparatus • Explore/develop curved pathways/on apparatus • Creation of pathway sequences • Completion of pathways sequences and performance
Spring	Feet 1: <ul style="list-style-type: none"> • Develop dribbling/ passing/receiving, keeping possession • Combine dribbling, passing and receiving, keeping possession/to score a point • Apply dribbling, passing and receiving as a team to score 	Jumping 1: <ul style="list-style-type: none"> • Consolidate jumping • Apply jumping into a game • Linking jumping • Explore jumping combinations • Develop jumping combinations 	Hands 2: <ul style="list-style-type: none"> • Consolidate pupils application and understanding of underarm throwing • Applying the underarm and overarm throw to win a game • Applying the underarm throw to beat an opponent 	Team Building: <ul style="list-style-type: none"> • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork
Summer	Water: <ul style="list-style-type: none"> • Responding to stimuli • Developing whole group movement • Improvisation and physical descriptions • Creating contrasting movement sequences • Sequences, relationships and performance 	Games for understanding: <ul style="list-style-type: none"> • Attacking/defending as a team • Understanding the transition between defence and attack • Create and apply attacking/ defensive tactics 	Explorers: <ul style="list-style-type: none"> • Responding to stimuli • Developing our motif with expression and emotion • Applying choreography in our motifs • Extending our motifs • Sequences, relationships and performance 	Rackets, bats and balls... <ul style="list-style-type: none"> • Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent • Introduce hitting (sending/striking) a ball into a space: Where and why? • Striking the ball (with a bat) into space with intent

Year 3	Term 1		Term 2	
Autumn	Tag rugby: <ul style="list-style-type: none"> • Introduce moving with the ball, passing and receiving • Introduce tagging • Create space when attacking • Develop passing and moving • Combine passing/moving to create attacking opportunities 	Games sense invasion: <ul style="list-style-type: none"> • Introduce passing and receiving • Introduce passing and creating space • Introduce scoring and the concept of shooting 	Cricket (External Coaches) <ul style="list-style-type: none"> • Understand the concept of batting and fielding • Introduce throwing overarm • Introduce throwing underarm • Introduce catching • Striking with intent 	Handball: <ul style="list-style-type: none"> • Introduce passing, receiving and creating space • Develop passing and moving • Combine passing and moving • Introduce shooting • Develop passing and shooting
Spring	Swimming: <ul style="list-style-type: none"> • E 	Symmetry and asymmetry: <ul style="list-style-type: none"> • Introduction to symmetry • Introduction to asymmetry • Application of learning onto apparatus • Sequence formation • Sequence completion 	Wild animals: <ul style="list-style-type: none"> • Responding to stimuli • Developing character dance into a motif • Develop sequences with a partner in character that show relationships • Extending sequences with a partner in character 	Throwing and jumping: <ul style="list-style-type: none"> •
Summer	Tennis: <ul style="list-style-type: none"> • Introduction tennis, outwitting an opponent • Creating space to win a point • Consolidate how to win a game introduce rackets • Introduce the forehand 	Athletics: <ul style="list-style-type: none"> • Explore running for speed • Explore acceleration • Introduce /develop relay: Running for speed in a team • Throwing: Accuracy vs distance • Standing Long Jump 	Communication and tactics: <ul style="list-style-type: none"> • Creating and applying simple tactics • Developing leadership • Develop communication as a team • Create defending and attacking tactics as a team 	Weather: <ul style="list-style-type: none"> • Responding to stimuli, extreme weather • Developing thematic dance into a motif • Extending dance to create sequences with a partner • Developing sequences with a partner

Year 4	Term 1		Term 2	
Autumn	Hockey: <ul style="list-style-type: none"> • Refine dribbling and passing • Combine passing and dribbling to create shooting opportunities • Develop passing and dribbling creating space for attacking opportunities • Introduce defending; blocking and tackling 	Games sense invasion: <ul style="list-style-type: none"> • Develop passing and creating space • Combine passing, moving and shooting • Introduce dribbling: Keeping control • Introduce defending and the concept of marking 	Swimming: <ul style="list-style-type: none"> • 	Cricket (External Coaches) <ul style="list-style-type: none"> • Develop an understand of batting and fielding • Introduce bowling underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball Striking the ball at different angles and speeds
Spring	Bridges: <ul style="list-style-type: none"> • Introduction to bridges • Application of bridge learning onto apparatus • Develop sequences with bridges • Sequence formation • Sequence completion 	Dodgeball: <ul style="list-style-type: none"> • Introduce jumping and ducking • Develop throwing with accuracy and power over an increased distance • Develop catching • Consolidate dodging, jumping and ducking 	Cats: <ul style="list-style-type: none"> • Responding to stimuli working together • Extending sequences with a partner in character • Exploring two contrasting Relationships and interlinking dance moves 	Running: <ul style="list-style-type: none"> •
Summer	Tennis: <ul style="list-style-type: none"> • Developing the forehand • Creating space to win a point using a racket • Introduce the backhand • Applying the forehand and backhand in game situations • Applying the forehand and backhand creating space to win a point 	Athletics: <ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Javelin • Standing Triple Jump 	Problem Solving: <ul style="list-style-type: none"> • Benches and mats challenge • Round the clock card challenge • The pen challenge • The river rope challenge • Caving challenges 	Space: <ul style="list-style-type: none"> • Extending sequences with a partner in character • Developing sequences with a partner in character that show relationships and interlinking dance moves • Sequences, relationships, choreography and performance

Year 5	Term 1		Term 2	
Autumn	Hockey: <ul style="list-style-type: none"> • Develop defending; blocking and tacking • Refine dribbling/passing to create attacking opportunities • Refine attacking skills, passing dribbling and shooting • Refine defending skills developing transition from defence to attack 	Swimming: <ul style="list-style-type: none"> • I 	Street art: <ul style="list-style-type: none"> • Using movement to create Street Artists' 'Tags' • Using a variety of concepts/relationships to change and develop our Street Art movements • Combining Breakdance with Street Art 	Cricket: (External Coaches) <ul style="list-style-type: none"> • Refine batting, batting and bowling tactics • Refine fielding stopping, catching and throwing • Combine bowling and fielding creating and applying tactics • Introduce umpiring and scoring
Spring	Basketball: <ul style="list-style-type: none"> • Refine passing and receiving • Apply passing, footwork and shooting into mini games, introduce officiating • Introduce defending • Explore the function of other passing styles 	Counter balance and counter tension: <ul style="list-style-type: none"> • Introduction to Counter Balance • Application of Counter Balance learning onto apparatus • Sequence formation • Counter Tension • Sequence completion 	The circus: <ul style="list-style-type: none"> • Develop character movements linked to prejudices • Create movements that represent different characters and performers in a circus • Extending our performance incorporating props and apparatus linked to the variety of performers 	Game sense invasion: <ul style="list-style-type: none"> • Consolidate dribbling and passing to maintain possession to create scoring opportunities • Refine attacking skills • Refine defensive skills: Transition from defence to attack
Summer	Tennis: <ul style="list-style-type: none"> • Introduce/develop the volley • Controlling the game from the serve • Doubles, understanding and applying tactics to win a point 	Athletics: <ul style="list-style-type: none"> • Finishing a race • Evaluating our performance • Sprinting: My personal best • Relay changeovers • Shot Put • Introducing the Hurdles 	Orienteering: <ul style="list-style-type: none"> • Face orienteering • Cone orienteering • Point and return • Point to point • Timed course • Orienteering competition 	Rounders: <ul style="list-style-type: none"> • Develop fielding tactics maximising players • Understand what happens if the batter misses the ball • Refine fielding tactics, what players where? • Applying tactics in mini games

Year 6	Term 1		Term 2	
Autumn	Hockey: <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations 	Football: <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Organise formations and manage teams • Organise formations decide tactics, manage teams and officiate games 	Carnival: <ul style="list-style-type: none"> • Performing with technical control and rhythm in a group • Creating rhythmic patterns using the body • Experiencing dance from a different culture • Chorographical elements including still imagery 	Cricket: (External Coaches) <ul style="list-style-type: none"> • Consolidate batting, fielding and bowling • Create, understand and apply attacking and defensive tactics in game
Spring	Netball <ul style="list-style-type: none"> • Consolidate keeping possession, develop officiating • Consolidate defending • Create, understand and apply attacking/defending tactics in game situations 	Matching and mirroring: <ul style="list-style-type: none"> • Introduction to matching/mirroring • Application of matching/mirroring learning onto apparatus • Sequence development 	Game sense invasion <ul style="list-style-type: none"> • Consolidate attacking: Possession scenarios • Consolidate defending: Defensive scenarios • Application of 'powers' into game play to challenge tactical thinking 	Prejudice and discrimination: <ul style="list-style-type: none"> • Exploring Prejudice and Discrimination • Exploring Sexism/Classism through dance • The power of unity through Dance: Tackling Prejudices
Summer	Tennis: <ul style="list-style-type: none"> • Game application • Game application, mixed ability doubles, round robin games 	Athletics: <ul style="list-style-type: none"> • Running for speed competition • Running for distance competition • Throwing competition • Jumping competition 	Leadership: <ul style="list-style-type: none"> • Understanding what makes an effective leader • Communicating as a leader • Introducing the STEP principle: Space , Task, Equipment and People 	Rounders: <ul style="list-style-type: none"> • Introduction to full rounders • Consolidate fielding tactics • Refine our understanding of what happens if the batter misses or hits the ball backwards • Batting considerations